# Contents

**List of contributors**  

**Preface**

1  **Australia’s children and young people**  
*Donna Waters*

- Introduction  2
- Australia’s children and young people  3
- The health of Australia’s children and young people  7
- Emerging health priorities  14
- Applying new knowledge to practice  18
- Summary  20
- Learning activities  20
- Further reading  21
- References  21

2  **Child rights in Australia**  
*Jennifer Fraser and Helen Stasa*

- Introduction  25
- International legislation  25
- Australian legislation  27
- Practice implications  28
- Priorities in relation to children’s rights and child-protection legislation  31
- Summary  35
- Learning activities  35
- Further reading  35
- References  36

3  **Family and community**  
*Ibi Patane and Elizabeth Forster*

- Introduction  39
- Families in contemporary Australian society  39
- The Family Partnership Model  39
- Family-centred care  40
- Family assessment  41
- Aboriginal and Torres Strait Islander family considerations  49
- Cultural safety  50
## 4 Psychosocial development and response to illness

*Jennifer Fraser and Robyn Rosina*

**Introduction**

- The psychosocial development of children and young people experiencing disruptions to health
- Trust versus mistrust: Infancy (first year of life) and the sick infant
- Autonomy versus shame and doubt: Infancy (second year of life) and the sick toddler
- Initiative versus guilt: Early childhood – the preschool years (3–5 years)
- Industry versus inferiority: Middle and late childhood (infants and primary school – 6 years to puberty)
- Identity versus identity confusion: Adolescence (10–20 years)
- Intimacy versus isolation: Early adulthood (twenties and thirties) and the sick young adult

**Summary**

56

**Learning activities**

51

**Further reading**

51

**References**

51

## 5 Research in the paediatric setting

*Donna Waters*

**Introduction**

- What is research?
- What is evidence-based practice?
- Researching with children and young people
- Human research and ethics
- Core principles of research ethics
- Justice in paediatric research
- Research monitoring and participation
- Applying new knowledge to practice

**Summary**

80

**Learning activity**

81

**Further reading**

82

**Websites**

86

**References**

86

## 6 Recognising and responding to the sick child

*Elizabeth Forster and Loretta Scaini-Clarke*

**Introduction**

- Structured assessment of the paediatric patient
- The Paediatric Assessment Triangle

**Summary**

104

**Learning activities**

105

**Further reading**

106

**The Paediatric Assessment Triangle**

107
Contents

The Primary Assessment Framework 108
Paediatric neurological assessment tools 117
Responding to the sick child 119
Paediatric basic and advanced life support 123
Parental presence during resuscitation 124
Summary 126
Learning activity 126
Further reading 127
References 128

7 Mental health and illness in childhood and adolescence 130
Jennifer Fraser, Lindsay Smith and Julia Taylor
Introductions 131
Mental health problems and mental disorders 131
What mental disorders affect Australian children? 132
Attention Deficit Hyperactivity Disorder 133
Autism Spectrum Disorder 135
Externalising disorders: Conduct disorders 137
Risk and protective factors 138
Internalising disorders: Anxiety and depression 139
Promoting mental health in children and young people 140
Eating disorders 146
Ten practical strategies for promoting child and adolescent mental health 147
Summary 150
Learning activity 150
Further reading 150
References 150

8 Evidence-based nursing assessments and interventions:
The acutely ill child 154
Nicola Brown and Robyn Galway
Introduction 155
Key nursing considerations for the acutely unwell child 155
Dehydration 157
Intravenous therapy 158
Oxygen therapy 160
Pain assessment 161
Pain management 163
Common acute illnesses in childhood 164
Rashes in childhood 170
Meningococcal disease 170
Parvovirus (fifth disease) 171
Atopic dermatitis (eczema) 171
Hand, foot and mouth disease 171
Anaphylaxis 171
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infantile hypertrophic pyloric stenosis</td>
<td>172</td>
</tr>
<tr>
<td>Summary</td>
<td>173</td>
</tr>
<tr>
<td>Learning activities</td>
<td>173</td>
</tr>
<tr>
<td>Further reading</td>
<td>173</td>
</tr>
<tr>
<td>References</td>
<td>174</td>
</tr>
<tr>
<td><strong>9 Evidence-based nursing assessments and interventions:</strong></td>
<td></td>
</tr>
<tr>
<td>The acutely ill young person</td>
<td>179</td>
</tr>
<tr>
<td>Nicola Brown and Nerralie Shaw</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>180</td>
</tr>
<tr>
<td>Key issues for young people during hospitalisation</td>
<td>180</td>
</tr>
<tr>
<td>Injuries</td>
<td>181</td>
</tr>
<tr>
<td>Abdominal pain</td>
<td>186</td>
</tr>
<tr>
<td>Pre-operative care</td>
<td>188</td>
</tr>
<tr>
<td>Post-operative care</td>
<td>189</td>
</tr>
<tr>
<td>Alcohol poisoning</td>
<td>189</td>
</tr>
<tr>
<td>Summary</td>
<td>192</td>
</tr>
<tr>
<td>Learning activities</td>
<td>192</td>
</tr>
<tr>
<td>Further reading</td>
<td>192</td>
</tr>
<tr>
<td>References</td>
<td>193</td>
</tr>
<tr>
<td><strong>10 Evidence-based nursing assessments and interventions:</strong></td>
<td></td>
</tr>
<tr>
<td>The child and young person with a chronic illness</td>
<td>195</td>
</tr>
<tr>
<td>Donna Waters and Helen Stasa</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>196</td>
</tr>
<tr>
<td>Chronic conditions</td>
<td>197</td>
</tr>
<tr>
<td>Congenital, chromosomal and genetic disorders</td>
<td>205</td>
</tr>
<tr>
<td>Transition to adult care</td>
<td>209</td>
</tr>
<tr>
<td>Summary</td>
<td>214</td>
</tr>
<tr>
<td>Learning activities</td>
<td>215</td>
</tr>
<tr>
<td>Further reading</td>
<td>215</td>
</tr>
<tr>
<td>References</td>
<td>217</td>
</tr>
<tr>
<td><strong>11 Evidence-based care of children with complex medical needs:</strong></td>
<td></td>
</tr>
<tr>
<td>Nicola Brown</td>
<td>220</td>
</tr>
<tr>
<td>Introduction</td>
<td>221</td>
</tr>
<tr>
<td>Types of conditions associated with complex medical needs</td>
<td>221</td>
</tr>
<tr>
<td>Families and children with complex medical needs</td>
<td>225</td>
</tr>
<tr>
<td>Nursing assessment and interventions</td>
<td>227</td>
</tr>
<tr>
<td>Summary</td>
<td>231</td>
</tr>
<tr>
<td>Learning activity</td>
<td>231</td>
</tr>
<tr>
<td>Further reading</td>
<td>232</td>
</tr>
<tr>
<td>References</td>
<td>232</td>
</tr>
</tbody>
</table>
12  End-of-life and palliative care in Australian paediatric care settings  

Elizabeth Forster

Introduction 236
Pain 237
Fatigue 240
Dyspnoea 241
Gastrointestinal disturbances 243
Anxiety 244
Communication with children and adolescents 244
Communication and the family in paediatric end-of-life care 246
Summary 249
Learning activities 249
Further reading 250
References 250

Index 254